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lines have been discussed before, but even the specialist in Homeric criticism may find some points worthy of his attention (cf. Hennings *Berl. Phil. Woch.* 1905. 523). Among the longer interpolations by later poets he includes the loves of Ares and Aphrodite, viii. 266-369; that part of the visit to Hades which contains the catalogue of famous women, xi. 228-327, and of heroes not connected with the story of Troy, xi. 565-627; the passages referring to Theoclymenus, xv. 222-91, 508-49; xvii. 52-56, 61-166; xx. 347-89; the boar-hunt, xix. 394-466; the history of the bow, xxi. 15-41; xxiii. 111-76; and the last 624 lines of the poem. In all, 1,913 out of 10,197 lines are rejected. The opinions of the ancient critics are given much weight throughout.

It is unlikely that the opinions of Homeric scholars will be affected by the views of Blass upon the larger questions involved. The believer in an original *Nóστος* with later additions will still believe.

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*Essentials of Latin for Beginners.* By H. C. PEARSON. New York: American Book Co. Pp. 316. \$0.90.

Of the seventy-six lessons of the book, the last six, containing the conditions, wishes, complex sentences in indirect discourse, impersonal verbs, supine and periphrastic conjugations, are called "supplementary," to be taken or omitted as the teacher sees fit. The exercises of each lesson are in two parts, one for review and the other to illustrate more particularly the new grammatical points and words of the lesson. There are also occasional tests for the review of nouns and verbs. According to the author's statement, the words used in the exercises proper number only five hundred; but the vocabulary at the end of the book is rather larger than that of most books of the kind, owing to the many additional words found in the supplementary reading-lessons.

The book is designed as a direct preparation for Caesar, and in certain respects, at least, the author never loses sight of his goal. The vocabulary is rigidly Caesarean, and the exercises are even more so. The latter hardly ever emerge from the capturing of towns, the fighting of battles, the pitching of camps, the hearing of shouts from those who were with the baggage, the failure of the grain supply, etc. Even within this narrow round certain words occur with extreme frequency, while others which are given in the vocabularies are used but little, and some, apparently, not at all. The sentences of the exercises are short and easy, toward the end of the book certainly too easy. It is evidently the author's intention to accustom the pupil to long sentences by the supplementary reading-lessons, of which there are ten in the body of the book and more at the end, nearly all adaptations of parts of Caesar. The contrast between the short sentences of the regular exercises and the long ones in these reading-lessons is striking enough, and it will not be hard for an experienced teacher to predict

what sort of a time the class will have with the latter. The gap is too great, not only in the length and complexity of the sentences, but also in the large number of new and often difficult words which these contain. A still further contrast between the regular exercises and the reading-lessons is due to a considerable lack of variety in the arrangement of words in the former, which is quite too regular to furnish a good preparation for the reading of an author. As a specific case in this line might be mentioned the almost invariable placing of the possessive adjective before the noun.

Some cases of suspicious Latin occur, as (p. 177) *Ubi ire mecum mavis?* where a note translates *ubi* by "when," and (p. 122) *Hic collis septuaginta quinque pedes est in altitudine*, a construction of which there are several other illustrations. On p. 133 we read, *Pompeius sex annis minor natu erat quam Caesar*.

The book contains some good pedagogical ideas and is attractive in appearance, but must be placed in a class with Collar and Daniell's *First Year Latin*, as another attempt to secure a preparation for the long, complex sentences of Caesar by the exclusive study of short and simple ones.

J. J. S.

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*A First Latin Writer.* By MATHER A. ABBOTT. New York: American Book Co. Pp. 145. \$0.60.

This book contains thirty-seven lessons, intended for the second year of the high school, and a general vocabulary. It covers the ordinary case and mood constructions, and is divided into three parts, of thirteen, twelve, and twelve lessons, two lessons at the end of each part being devoted to a review of that term's work. The vocabulary and illustrative examples are taken largely from the second book of Caesar. Each lesson deals with one or more constructions or a group of constructions, and consists of (a) grammatical questions with their answers, and English and Latin sentences illustrating the points discussed; (b) passages from the second book of Caesar, first in translation, then in Latin, in which the pupil is asked to point out the constructions just treated; (c) a vocabulary, and (d) sentences to be translated into Latin.

The idea of basing a systematic set of exercises for the second year on a selected Caesar vocabulary is a good one, and the book has good points, as, for example, its reviews. But such a book ought to take account of the first year's work, and ought to be based upon that more directly than this one is. The pupil may certainly be expected to know some of the simpler uses of the cases and of the verb when he enters the second year, and it would hardly seem necessary to have notes like "Into one place, *in unum locum*. *In* with the accusative." On the other hand, the pupil is, in the nature of the case, not well grounded as yet in some of the more difficult forms, such as the irregular verbs, pronouns, comparison, etc. Some of the time of the second year could not be more